



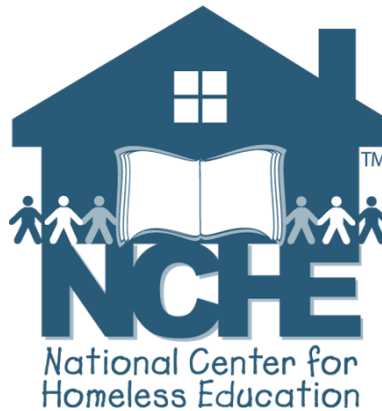
Guide to Collecting & Reporting Federal Data

Education for Homeless Children & Youth Program

The University of North Carolina at Greensboro
National Center for Homeless Education

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With funding from the U.S. Department of Education, the National Center for Homeless Education (NCHE) at the University of North Carolina at Greensboro provides critical information to those who seek to remove educational barriers and improve educational opportunities and outcomes for children and youth experiencing homelessness.

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Dear State Coordinators and *EDFacts* Coordinators:

In the U.S. Department of Education's (ED) continuing effort to support you, state-level program activities, and our nation's homeless children and youth, we offer this Guide to Collecting and Reporting Federal Data annually. It is intended to be a resource for you to collect accurate and usable information, garner support from your colleagues in state educational agencies (SEAs), and disseminate information to local liaisons and other agency personnel, including data staff. Engaging and coordinating with these stakeholders in your SEA, as well as those in your state's local educational agencies (LEAs), will continue to improve the completeness and accuracy of data submitted to ED through the *EDFacts* Reporting System and the subsequent annual Consolidated State Performance Report (CSPR). These serve as the primary mechanisms by which we understand the pervasiveness of homelessness among our country's students, as well as ways to refine services at all levels – federal, state, local, and school - to support this vulnerable population.

Each year, ED, along with its technical assistance contractor, the National Center for Homeless Education (NCHE), highlights the importance of understanding the *EDFacts* file specifications, data groups, and demographic and performance category sets through dissemination of this Guide. As such, it is critical that homeless program staff and data staff at the LEA and SEA levels are all involved in the data quality review and submission process, ensuring that data regarding the nation's homeless children and youth are both complete and accurate. As you know, we placed greater emphasis in our leading indicators for the EHCY program on the use of LEA level data for conducting annual risk assessments to target monitoring and technical assistance and for overall performance management of the program. Ensuring high quality data is essential for these processes. We look forward to working with you, not only on your data collection efforts, but in using the information to grow your programs to benefit our most vulnerable students.

Sincerely,

John McLaughlin, Ed.D.

Federal Coordinator

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Purpose and Overview

In coordination with the National Center for Education Statistics, the Education for Homeless Children and Youth (EHCY) program within the U.S. Department of Education (ED) oversees the collection of information from state educational agencies regarding enrollment, services, and educational outcomes for students experiencing homelessness. The requirement for state educational agencies (SEAs) to collect and report data is based on three basic provisions within the McKinney-Vento Act (2001):

- The Secretary of Education must collect and disseminate data and information regarding the education of homeless children and youth, including the number of students meeting the definition of homeless included in the Act [42 U.S.C. § 11434(h)(1)].
- The Secretary must coordinate the collection and dissemination of the information with agencies and entities that administer programs under the McKinney-Vento Act [42 U.S.C. § 11434(h)(2)].
- The State Coordinator for homeless education must gather reliable, valid, and comprehensive information on the nature and extent of the problems students experience in obtaining a public education, the progress the SEAs and local educational agencies (LEAs) make in addressing the problems, and the success of programs authorized by the McKinney-Vento Act [42 U.S.C. § 11432(f)(1)]. This information must also be submitted to the Secretary [42 U.S.C. § 11432(f)(2)].

In addition to the three requirements outlined above, LEAs that apply for funds under the McKinney-Vento Act must include needs assessments with their applications that also address these same issues [42 U.S.C. § 11433(2)].

Other federal law further impacts the collection of information about the education of homeless students. For example, federal departments and agencies are required by the Government Performance and Results Act (2010) to clearly describe their goals and objectives, identify resources and actions needed to accomplish their goals and objectives, and develop a means of measuring and reporting progress in a format accessible to the public. Title I of the Elementary and Secondary Education Act (ESEA, 2001) contains additional requirements for data collection that examine the number and type of services provided to homeless students under its programs [20 U.S.C. § 1163(h), 2001].

In order to meet these requirements, ED created the *EDFacts* Initiative to centralize data for use in education policy, management and budget decisions. The *EDFacts* Initiative includes a warehouse of all the data submitted by SEAs to ED regarding the education of students

Please note that all legal citations used in this guide refer to legislation authorized in 2001, unless otherwise noted. A special section on upcoming changes to data collection will address amendments made to the McKinney-Vento Act and ESEA by the Every Student Succeeds Act (ESSA) of 2015.

experiencing homelessness, as well as other federal education programs. While the data is aggregated and does not include personally identifiable information, it allows ED to determine the effectiveness of the EHCY program and its collaborations with federal programs like Title I. The centralization of data further allows ED to assess the effectiveness of states in helping homeless students access a free, appropriate, public education. In addition to the reports issued by the Secretary, such as the Consolidated State Performance Report (CSPR), ED program staff use the data submitted by LEAs and SEAs to identify technical assistance needs, and plan monitoring activities that ensure states receive adequate support in implementing the program in a way that results in student success. Likewise, it is expected that State Coordinators of homeless education will also use the information for similar activities while local liaisons for homeless education do the same within their own districts and community.

To learn more about...

ED Priority Goals, visit:

<https://www.performance.gov/agency/departments-education?view=public>

The CSPR and data submitted for it by your state, visit:

<http://www2.ed.gov/admins/lead/account/consolidated/index.html>

The EDFacts Initiative, visit:

<http://www2.ed.gov/about/inits/ed/edfacts/index.html>

Data Collection Procedures and Responsible Parties

Data collection begins at the LEA level. Each LEA has a local liaison for homeless education who is responsible for ensuring the identification of homeless students through coordinated activities with other school personnel and community agencies [42 U.S.C. § 11432(g)(4)]. The liaison is also responsible for working with the LEA's data staff and the State Coordinator to ensure the LEA provides accurate data that meets the required elements outlined by the Secretary.

Each year, the liaison, data staff, and other LEA stakeholders in the data collection process should meet to discuss current data collections and anticipated changes. The meeting should focus on the completion status of current collections, anticipated challenges in and potential solutions for providing required data, and assigning tasks as appropriate to ensure the collections are submitted to the

It is critical that liaisons review data prior to submission to the SEA to ensure it accurately represents both homeless students and the LEA.

The greatest threat to data quality is a collapse in the communication feedback loop between data technicians, liaisons, State Coordinators, and SEA data staff. Seemingly inconsequential failures to communicate quickly amplify data errors into problems that are either too numerous or profound to correct, impacting program development for multiple years.

SEA prior to the close of the data collection window. LEAs should also proactively plan for the future by discussing changes to data collections, discussing their implications for both services to students and procedures for collecting data, and by identifying remaining questions that need further clarification from the SEA. While the role of the liaison is programmatic in nature with a clear emphasis on ensuring homeless students receive services, data should never be reported to the SEA without the approval of the liaison. This level of coordination is required to ensure that the data submitted to the SEA accurately represents the homeless students identified by the liaison and the liaison's designees. It is also the best way to ensure a seamless process and eliminate follow-up tasks and questions from the SEA or ED as a result of poor data quality.

While data collection begins at the LEA level, State Coordinators and other SEA personnel have a critical role in safeguarding the quality of the data. Liaisons look to State Coordinators for guidance on what data should be collected, if there are any special rules about how it should be collected, and when it should be submitted. State Coordinators should proactively provide this information to the liaisons in a format that they can easily share with others in their districts, like the data staff and superintendents.

Staff in the SEA's data division should work with State Coordinators to devise training materials for LEA data staff and liaisons that not only align to the McKinney-Vento Act requirements, but also facilitates dialogue between the liaisons and data staff. During the data collection windows established by the SEA, the data division should provide the State Coordinator with information about the number and identity of LEAs that have submitted data, as well as the actual data submitted by the LEAs. This will allow State Coordinators to provide reminders to liaisons regarding the need to submit data before the submission window closes, and often allows State Coordinators to identify LEAs that require additional technical assistance or who are struggling with their data. The State Coordinators can then troubleshoot by either providing the programmatic information the district needs to complete the requirements or refer them to the appropriate person within the SEA to assist them with technical issues. After LEAs submit their information to the SEA, the data division should immediately provide the information to State Coordinators for review.

State Coordinators who need to identify their ED Facts or CSPR Coordinators may do so by visiting:

- [ED Facts Coordinators](#)
 - [CSPR Coordinators](#)
-

While states are not required to submit data to ED until the fall or winter of each year, most LEAs submit their data to the SEA at the end of each school year. SEAs that wait until the federal submission periods to address errors in their data have waited too long as the ability for LEAs to correct errors will have diminished dramatically. Data inaccuracies must be corrected immediately; to ensure this is done liaisons and State Coordinators should review current and past data for the homeless students, as well as related data like information on economically disadvantaged students. This also means that State Coordinators should assist LEAs with data management plans, as many liaisons are 10-month employees, and may need to develop contingency plans if the data cannot be submitted before they leave for summer break.

Submitting Data to ED

All homeless education data submitted to ED is submitted via the EDEN Submission System, or ESS. The ESS is an online tool that allows states to submit data files to ED and review prepopulated reports like the Consolidated State Performance Report (CSPR). Each state is required to have one *EDFacts* Coordinator, but may grant access to additional system users.

- *EDFacts* Coordinators serve as the official contact for ED and submit the state's data plan. They also ensure that data files are transmitted in a timely manner, that errors in data are corrected, and that the SEA approves all files for storage in the *EDFacts* data warehouse.
- Other system users include SEA staff or contractors designated by the *EDFacts* Coordinator to serve as *EDFacts* Submitters. *EDFacts* Submitters are often programmers or other data systems technicians, who can extract the necessary information from the SEA's system, input it into the ESS, answer questions about the data, or address programming issues that arise during data submission or collections.

In order for State Coordinators to adequately support the collection of data related to the education of homeless students, and later use the data for program management and development, they need to understand the *EDFacts* data framework. The information contained in *EDFacts* is divided into topical data groups (DGs) that contain specific pieces of information gathered from the SEAs using file specifications or file specs.

The following table includes the data groups containing information on homeless children and youth, as well as their associated file specification number:

DG Number	DG Name	File Spec
DG 754	McKinney-Vento subgrant recipient	C170
DG 655	Homeless students enrolled	C118
DG 560	Homeless served	C043
DG 583	Academic achievement in mathematics	C175
DG 584	Academic achievement in reading/language arts	C178
DG 585	Academic achievement in science	C179
DG 588	Assessment participation in mathematics	C185

DG Number	DG Name	File Spec
DG 589	Assessment participation in reading/language arts	C188
DC 590	Assessment participation in science	C189
DG 306	Graduate/Completers	C040
DG 326	Dropouts	C032
DG 548	Title I SWP/TAS participation	C037

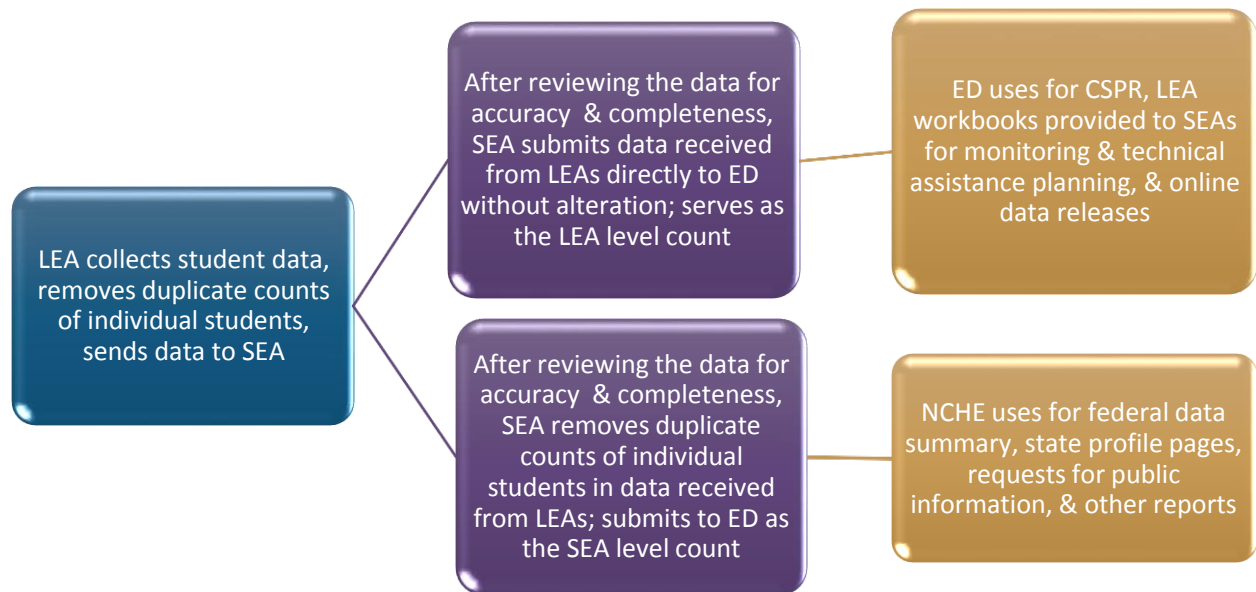
Each file specification outlines the rules for submitting data under the data group, as well as providing information about changes from previous versions of the file spec. For example, file spec C118 contains the rules for submitting data on homeless students who are enrolled in school, including the requirement that SEAs submit the information based on the number of students in each grade, based on the type of primary nighttime residence they used when first identified by the liaison, and the number of enrolled homeless students in each subgroup (unaccompanied homeless youth, students with limited English proficiency, migrant students, and children with disabilities). In contrast, file spec C043 contains the rules for submitting information about homeless students served by McKinney-Vento grant funds. Even though it also requires data to be submitted about the number of students in each grade, it is sorted into a different data group and file spec because not all homeless students who are served are enrolled, and not all homeless enrolled students are served by McKinney-Vento grants.

In addition to providing guidance on the specific data points that must be submitted to ED, the file specifications describe which education units must provide data. For example, current file specs require that SEAs submit two data sets for most data groups that include homeless education data: one that represents the LEA level data and another that represents the SEA level. Data submitted at each level must be unduplicated to the extent to which it is possible to remove duplicate counts of students. LEAs must remove duplicate counts of individual students that have enrolled in or been served by more than one school within the LEA. Similarly, SEAs must do the same for individual students who attended more than one LEA. Removing multiple counts of individual students is essential to program management and development as including the same student multiple times distorts the picture of homeless students and their needs.

When using homeless education and related data for purposes other than *EDFacts* submissions, liaisons, State Coordinators, other staff, and researchers should note the data source. Data used to represent the state could be aggregated LEA level data containing duplicate counts of students, or unduplicated SEA level data. Both types of data can be particularly useful, but noting the source of the data provides essential context for the information.

State Coordinators are considered the lead data stewards for most of the data groups collected on outcomes for students experiencing homelessness. Data group 548 is a notable exception. It requires LEAs and SEAs to submit a count of the number of homeless students served by Title I,

Part A programs. Title I directors and their staff in the LEAs know how many students that they served were also homeless and should provide that information for submission to the SEA; SEA Title I staff should verify the accuracy of this data in a manner similar to what State Coordinators use to verify other homeless education data. However, both the McKinney-Vento Act and Title I, Part A of the ESEA require their programs to work together to ensure that homeless students are able to succeed academically. This requires that State Coordinators provide training and assistance to Title I directors at both the LEA and SEA level, including information on effectively identifying students who are homeless, their exceptional academic and related needs, and ways the two programs can coordinate resources to ensure homeless students not only receive services from Title I programs, but succeed as a result. High rates of poverty and homeless students combined with low rates of homeless students served by Title I should serve as a warning to SEA and LEA staff alike, as it indicates a high probability that the LEAs are not serving homeless students adequately.



Reviewing Submissions to ED and Certifying the CSPR

As was noted earlier, data submitted to *EDFacts* are used for a variety of reports, analyses, and policy decisions. One such report is the CSPR, which combines reporting requirements for the McKinney-Vento Act with those required for ESEA programs in order to reduce the burden on SEAs completing their annual reports. Combining the performance reports into a single document also provides SEAs the opportunity to engage in greater cross-program coordination, planning, and service delivery, thereby resulting in improved teaching and learning. (Appendix A contains a comparison of the *EDFacts* data warehouse to the CSPR.)

After LEAs submit and certify their data as complete, the *EDFacts* Coordinator will begin preparing reports according to the rules outlined in the file specs. Prior to submitting files to the ESS, the *EDFacts* Coordinator should provide State Coordinators another opportunity to review the information for errors and to allow them to draft comments regarding any problems or discrepancies within the data. Once the State Coordinator has verified the data is accurate and provided the appropriate data disclaimers, the *EDFacts* Coordinators will submit the information to the ESS. Data submitted to the ESS may be updated for up to three years after the original submission due date. Information regarding the *EDFacts* deadlines for individual data groups may be obtained online at <https://edfacts.grads360.org/#program/data-submission-organizer>.

Unlike the timelines for information to be loaded into the *EDFacts* data warehouse, the CSPR data review and correction periods consist of two discreet, narrow windows. Once entered into the ESS and certified by the SEA, LEA level data automatically populates the online tool for the CSPR. The majority of the homeless education data included in the CSPR is contained in Section 1.9 of Part I, but homeless education data is also included in Section 2.1 of Part II of the CSPR. (See Appendix B for a crosswalk of the file specs and the CSPR questions they populate.) A single question is the exception to the rule when it comes to populating the CSPR: question 1.9 of Part I requires SEAs to manually enter the number of LEAs that reported data regarding homeless students. Appendix C contains the form used for the CSPR, as well as information on data quality issues to avoid.

Part 1 - Due Dates for the CSPR	Part 2 - Due Dates for the CSPR
Initial Period <ul style="list-style-type: none"> • Opening Date: October 3, 2016 • Due Date (Files): December 14, 2016, no later than 8:00 p.m. EST • Due Date (Certification): December 15, 2016, no later than 5:00 p.m. EST 	Initial Period <ul style="list-style-type: none"> • Opening Date: January 2, 2017 • Due Date (Files): February 9, 2017, no later than 8:00 p.m. EST • Due Date (Certification): February 10, 2017, no later than 5:00 p.m. EST
Re-Open Period <ul style="list-style-type: none"> • Opening Date: February 20, 2017 • Due Date (Files): March 1, 2017, no later than 8:00 p.m. EST • Due Date (Certification): March 2, 2017, no later than 5:00 p.m. EST 	Re-Open Period <ul style="list-style-type: none"> • Opening Date: March 20, 2017 • Due Date (Files): March 29, 2017, no later than 8:00 p.m. EST • Due Date (Certification): March 30, 2017, no later than 5:00 p.m. EST

Much like the process for submitting files to the ESS, using the online tool for the CSPR includes specific roles and responsibilities for SEA staff.

- CSPR Coordinators are referred to as Managing Users because they use the online tool to answer questions, but also work closely with State Coordinators and *EDFacts* Coordinators to submit accurate and timely information that is certified by the deadline.

They also must work with State Coordinators on other issues related to report content, such as data disclaimers for any data that has quality concerns or otherwise needs explained.

- Certifying Users are authorizing state officials in each state who are responsible for certifying the CSPR as true and accurate.
- General Users may include State Coordinators. They have log in credentials for the online tool, can review data within it for accuracy, and can answer questions or provide comments pertinent to the report. State Coordinators who are not General Users for their SEA must work with CSPR Coordinators to ensure that all data and related comments are submitted to align exactly with the information verified by the State Coordinator as accurate and complete information submitted by the LEAs. (Appendix D contains sample comments for inclusion in the CSPR.)

Federal Review of the CSPR and Communication with SEAs

As noted earlier, State Coordinators should work with liaisons and data staff at both the local and state level to submit high quality data to *EDFacts*. This critical step of reviewing data for potential errors will ensure data in the CSPR is accurate, as *EDFacts* data prepopulates the CSPR. Before the SEA certifies the CSPR, State Coordinators should review the data again to ensure the correct data was successfully rolled into the CSPR form and that appropriate comments support the information in the report.

The table below has questions State Coordinators, liaisons, or others reviewing the homeless education data can use to validate their data. If any question results in a response of no, State Coordinators should take steps to investigate the reason and either work with liaisons or the data staff submitting the information to make corrections. If no correction is necessary or is needed but not possible, State Coordinators should draft appropriate comments to support the data submitted in the CSPR form and work with SEA data staff to ensure they are included.

Data Quality Review Questions	Yes	No
Are all operational LEAs included in the number of LEAs for the state, including regional education service agencies, special education cooperatives, and other specialized LEAs? (See Appendix E for a guide on which education agencies to include as LEAs or Appendix F for the definition of an LEA.)		
Does the number of LEAs in each state match the number that reported data, including charter schools? Were all operational LEAs in the state required to report data, regardless of their McKinney-Vento funding status?		
Are all LEAs that are a part of a consortium grant marked as grantees in file spec C170 and in question 1.9 of the CSPR, even if the LEA was not the fiscal agent?		
Do counts of enrolled students include students in the specified grades for each question and exclude out of school students?		

Data Quality Review Questions	Yes	No
Is the total number of students enrolled in the LEAs higher than the total number of students enrolled in the SEA? In other words, were duplicate counts of students removed from the SEA level data?		
Are the enrollment totals from this year comparable to last year, i.e., represent a 10% or less change? If the change is larger than that, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Are the enrollment totals for each grade from this year comparable to last year? If the change in the number of students in a particular grade is large, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Does the total number of students enrolled by grade equal the total number of students enrolled by primary nighttime residence?		
Does all the data fall into the categories required by <i>EDFacts</i> ? For example, only the types of primary nighttime residence of sheltered, unsheltered, hotels/motels, and doubled-up are used to describe the data?		
Are the enrollment totals for each subgroup of homeless students for this year comparable to last year? If the change in the number of students in a particular grade is large, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Are the total number of students served by McKinney-Vento subgrants from this year comparable to last year? If the change in the number of students served by McKinney-Vento subgrants is large, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Are the total number of students served by McKinney-Vento subgrants from this year comparable to last year for each grade? If the change in the number of students served by McKinney-Vento subgrants in a particular grade is large, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Are the totals for each subgroup of homeless students served by McKinney-Vento subgrants for this year comparable to last year? If the change in the number of students in a subgroup served by McKinney-Vento subgrants is large, is the change reasonable due to changes in LEAs resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Is the number of students enrolled in a grade equal to or less than the number of students participating in testing for each grade? Is this still true if the number of students is examined based on subgrant status?		
Is the academic data (number of students participating in testing, number of students receiving valid scores, and number of students proficient) for each subject area comparable to the same data for the previous year?		

Data Quality Review Questions	Yes	No
Were comments for the data updated to remove out-of-date information?		
Do the comments explain errors in the data and provide information regarding steps the SEA is taking to avoid future errors if current data submissions cannot be corrected?		

Once states certify their CSPR as complete, the National Center for Homeless Education, under a contract with ED, conducts a data quality review process of the CSPR data and related comments. Incongruities in the data are noted and sent to ED for review. ED then contacts states, and based on the potential error noted in the CSPR data, asks the SEA to review that data to verify its accuracy, asks the SEA to correct the data, or asks the SEA to indicate the steps that have been taken so the data error is not repeated in the following year. Flexibility is built into the review process to account for differences between the states like the size of the student population, noted outreach initiatives that the state has undertaken, or natural disasters known to have occurred in the state. Any state with significant changes will be noted for state review. Generally, changes of 10 percent or more of the student population are noted; the exception is the unaccompanied homeless youth category, which may have a threshold of a seven percent change, based on the particular population.

It is very important that State Coordinators, *EDFacts* Coordinators, CSPR Coordinators, LEA data technicians, and liaisons work together to identify anomalies in the data and respond to ED's request for a response during the CSPR review period. The re-opening period gives states a chance to respond and correct errors in the CSPR data. Any errors that remain after the second window is closed become a permanent part of the state's data, and must be included with all data.

For example, the CSPR posted on websites for ED and NCHE and submitted to Congress, the NCHE Summary of Federal Data, the [state profile pages](#) on [NCHE's website](#), any additional reports done in coordination with other federal agencies like the Interagency Council on Homelessness, along with news stories that use *EDFacts* data must all include the disclaimers about errors in a state's

data. As most, if not all, of those items contain a three year perspective, the error must also be noted for at least three years in public reports. Failure to provide complete and timely data as required by federal law can also lead to consequences ranging from citations and monitoring by ED's Risk Management Services to the assignment of conditions to grant funds or even the withholding of grant funds.

Number of downloads of the [NCHE Federal Data Summary](#) this year: 1,083

Number of hits on [NCHE's Data and Statistics on Homelessness webpage](#): 1,289

Number of hits for [NCHE's Data Collection webpage](#): 415

To make corrections to EDFacts data, which in turn will correct the CSPR, State Coordinators should work with their EDFacts Coordinator to resubmit data files. After roughly 24 hours, the CSPR online form will reset, including the corrected information. To correct comments submitted with the CSPR, State Coordinators should provide updated comments to the CSPR user assigned to the homeless reports, or preferably request General User status so they may directly enter updated comments and review the data.

Changes to Specific File Specs & Reporting Requirements

Changes to School Year 15-16 File Specs

The file specifications will remain unchanged for School Year (SY) 2015-16 data collections.

Changes to File Specs for SY 16-17 and Beyond

When the McKinney-Vento Act was reauthorized on December 10, 2015, the definition of a homeless child or youth was changed. The change in legislative wording has significant impact on the data collected for SY 16-17; considerable outreach to LEAs will need to be done in order to implement the change, and data systems at the SEA will need to be reconfigured to meet the new statutory language. The impact of the legislative change hinges on a state's status as covered or uncovered.

The change centers specifically on the inclusion of children and youth awaiting foster care placement in the definition of homelessness and the addition of the term *covered state*. In 2001, the McKinney-Vento Act was amended to include any child or youth who was awaiting foster care placement in the definition of a homeless person; children already placed in foster care were excluded. As a result of changes made to the Act in 2015, this will no longer be the case.

The majority of states, which are considered uncovered states, may only include children and youth identified as homeless due to their status as awaiting foster care placement if they were identified prior to December 10, 2016. In states not considered covered under P.L. 114-95, Section 9105(c), any student identified on or after December 10, 2016 due to their status as awaiting foster care placement may not be included in the definition of a homeless child or youth and may not be included in the data collection for homeless students.

States which are considered covered under P.L. 114-95, Section 9105(c) must continue to designate children and youth awaiting foster care placement as homeless until December 10, 2017. Any child or youth awaiting foster care placement identified on or after December 10, 2017 may not be designated as homeless for purposes of implementing the McKinney-Vento Act in any state, nor may they be included in the data collection for homeless students.

Three additional, significant changes will impact the file specifications starting with SY 2016-17. The final file specification guidance should be available in the Fall of 2016 and may be downloaded at <http://www2.ed.gov/about/inits/ed/edfacts/sy-16-17-nonxml.html>.

1. Data regarding children and youth served by McKinney-Vento subgrants will no longer be collected using file spec C043, data group 560. Instead, a new data group of 818 will be created, along with file spec C194. This change is being made because LEAs and SEAs will no longer be required to collect information on the number of children and youth served by McKinney-Vento subgrants in grades Kindergarten through 12 or students in ungraded classes. Instead, the data collection will only require information on homeless children served by McKinney-Vento subgrants who are aged birth to five (not Kindergarten).
2. File spec C195 and data group 814 will be added to collect information on the number of homeless students who were chronically absent. Chronically absent students are defined as students who miss 10 percent or more of the school days during the school year. Students will be considered absent if they miss 50 percent or more of a school day; both excused and unexcused absences will count toward the student's status as chronically absent. The attendance rate of students will be calculated using the following formula:

$$(\text{Excused} + \text{unexcused absences}) / \text{Total number of school days in the year} * 100$$

3. Homeless students will be added to already existing file specifications and data groups for adjusted cohort graduation rates (ACGRs). ED has general guidance on calculating ACGRs at www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf; revised file specifications that address homeless students specifically will be available in the [Fall of 2016](#). Only students who graduate with a diploma or approved alternative diploma will be considered graduates. Students who were homeless at any point during their high school career must be included in the calculation. (See adjusted cohort graduation rate in the glossary for more information about which students to include in the cohort.) File spec C151, data groups 696, 698, and 756 will include the number of students who graduated within a specified number of years (4, 5, or 6 years). File spec C150, data groups 695, 697, and 755, will include the percentage of students who were homeless during high school and graduated within a specified number of years. The cohort rate will be calculated using the following formula (the term homeless students is abbreviated as HCY):

Where A = HCY who entered 9th grade for the first time + HCY who transferred into the LEA +
HCY identified after 9th grade

and

B = HCY who transferred to another diploma granting LEA, prison or juvenile detention,
emigrated, or died

the

ACGR = $100 * \text{Number of HCY who received a diploma or approved alternate diploma} / (A - B)$

Changes to Other Reporting Requirements

Other legislative changes included in the amendments made to the McKinney-Vento Act and ESEA will take effect over the course of the next two school years. First, changes to the McKinney-Vento Act will require that State Coordinators post the number of homeless children and youth identified in the state on the SEA website on an annual basis [P.L. 114-95, Section 9102(4)(1)(A)]. State Coordinators also must publish an annually updated directory of LEA liaisons on the SEA website to allow parents, unaccompanied youth, liaisons, and other stakeholders to easily locate an LEA liaison [P.L. 114-95, Section 9102(5)(g)(6)(B)]. Both of these requirements take effect on October 1, 2016.

An additional requirement for data reporting is included in amendments made to the ESEA. Beginning with SY 2017-18, SEAs will be required to include the performance of homeless students on statewide academic assessments in their SEA report cards. Information on the ACGR for homeless students and their performance on other academic indicators used as a part of the state's accountability system for elementary and secondary schools that are not high schools will also be a required part of the SEA report cards [P.L. 114-95, Section 1111(h)(1)(C)(ii)].

Resources and Help

The collection and coordination of data, along with the use of that data to improve student outcomes can be a daunting challenge. As a result, several resources are available to State Coordinators and other stakeholders in the data process.

National Center for Homeless Education

NCHE is available to assist with the identification of required data elements, to answer questions about the parameters of those elements and about effective practices for the collection and use of data relevant to activities under the McKinney-Vento Act. Such activities could include using data to inform subgrant competitions, technical assistance offered by the State Coordinator and program partners, and monitoring of program performance. Contact NCHE Program Specialist, Christina Endres at cendres@serve.org or 336.315.7438.

Partner Support Center (PSC)

The PSC is available to assist states with technical difficulties when submitting data to *EDFacts*, such as resetting passwords or when a file fails to upload correctly. The PSC uses an issue tracking system to ensure the resolution of all requests for assistance and to plan technical amendments to the data collection process based on past requests. The PSC is available from 8 a.m. to 6 p.m. EST, Monday through Friday, by phone or email with the following contact information:

- Toll Free: 877-457-3336 (877-HLP-EDEN)
- TTY: 888-403-3336 (888-403-EDEN)

- E-mail: EDEN_SS@ed.gov

Other Resources

The EDFacts Initiative webpage, is located at www2.ed.gov/about/inits/ed/edfacts/index.html.

The listing of all current, past, and upcoming file specifications, is located at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

The EDFacts Community offers resources, tips, and other data announcements; it is located online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

The Data Submission Organizer is a tool available as a part of the EDFacts Community that lists the due date of every file specification required for data collections; it is located at <https://edfacts.grads360.org/#program/data-submission-organizer>.

Appendix A: Comparison of the EDFacts Data Repository and the CSPR



Appendix B: Crosswalk Comparison of EDFacts and the CSPR

The following table displays the file specifications and the CSPR sections they prepopulate for SY 2015-16.

CSPR Section	Description	EDFacts File Specification	Data Group	Category Set
1.9	Education for Homeless Children & Youths Program	C170	754	
1.9	Education for Homeless Children & Youths Program	Manual entry in CSPR; no file spec		
1.9.1.1	Homeless Children & Youths	C118 C170	655 754	A
1.9.1.2	Primary Nighttime Residence of Homeless Children & Youths	C118 C170	655 754	B
1.9.1.3	Subgroups of Homeless Students Enrolled	C118 C170	655 754	C-F
1.9.2.1	Homeless Children & Youths Served by McKinney-Vento Subgrants	C043	560	A
1.9.2.2	Subgroups of Homeless Students Served	C043	560	B-E
1.9.3.1	Reading Assessment (Homeless Enrolled)	C178 C188 C170	584 589 754	G
1.9.3.2	Mathematics Assessment (Homeless Enrolled)	C175 C185 C170	583 588 754	G
1.9.3.3	Science Assessment (Homeless Enrolled)	C179 C189 C170	585 590 754	G
2.1.2.1	Student Participation in Public Title I, Part A by Special Services or Programs	C037	548	E

Appendix C: A Look at the CSPR

The following information pertains to specific data required by CSPR Section 1.9 regarding the education of homeless children and youth. To download the CSPR form in its entirety, go online to the U.S. Department of Education's website:

www2.ed.gov/admins/lead/account/consolidated/index.html.

CSPR Section 1.9.1 Number of LEAs With and Without Subgrants in the State

GENERAL NOTES: Reports data regarding the number of LEAs in the state, including the number that received a subgrant and the number that reported data for the CSPR.

TYPE OF DATA ENTRY: The number of LEAs with and without a subgrant is populated by EDFacts file spec C170 (data group 754), but the number of LEAs reporting data must be manually entered.

LEAs	# [of LEAs]	# LEAs Reporting Data
LEAs without subgrants		
LEAs with subgrants		
Total	(Auto calculated)	(Auto calculated)

QUALITY CONCERNS: Be sure to include ALL entities within your state that met the legal definition of an operational LEA during SY 2015-16, regardless of whether they enrolled students.

The grantee and reporting status of LEAs acting as a part of a regional consortium must reflect the status of the individual LEAs within the consortium. For example, all LEAs in the consortium would be indicated as subgrantees if they receive a McKinney-Vento subgrant due to their membership in the consortium. However, if an individual LEA within the consortium fails to report data while all other LEAs within the consortium report data, the LEA that failed to report data may not be included as reporting data.

Charter schools may or may not be considered an LEA; consult with your state's charter school program to determine if charter schools in your state should be included as a separate LEA.

CSPR Section 1.9.1.1 Homeless Children and Youth

GENERAL NOTES: Reports the number of homeless children who were enrolled in each grade; the data is further broken down to reflect the number of students based on LEA grantee status.

TYPE OF DATA ENTRY: Data in this section are populated by EDFacts file spec C118 (data group 655).

Age/Grade	# of Homeless Children/Youth Enrolled in a Public School in LEAs Without Subgrants	# of Homeless Children/Youth Enrolled in a Public School in LEAs With Subgrants
Age 3 through 5 (not		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total	(Auto Calculated)	(Auto Calculated)

QUALITY CONCERNS: If the student experienced multiple episodes of homelessness over the course of the 2015-16 school year, only include the student in the data count one time for the SEA level data file.

If the student is enrolled by one LEA, but is placed by that LEA in another for the purpose of receiving educational services not otherwise available in the enrolling LEA, the student should be assigned to the LEA that is responsible for ensuring the student receives a public education, i.e., the school in which the student enrolled. For example, a homeless student is identified as in need of special education services not available in the district. As a result, the LEA assigns the student to attend in a neighboring district, with which the LEA has a shared services agreement for the purposes of providing special education services. The student should be reported by the LEA assigning the student because that is where the student is enrolled, even though the student attends another LEA.

Occasionally, families or unaccompanied homeless youth decline educational services available to them based on their homeless status. In this instance, the student should still be included as a part of the homeless student counts; receipt of education assistance is not required and does not impact the student's status as homeless.

CSPR Section 1.9.1.2 Primary Nighttime Residence

GENERAL NOTES: Reports information on the type of nighttime residence used by homeless students.

TYPE OF DATA ENTRY: Data in this section are populated by *EDFacts* file spec C118 (data group 655).

Primary Nighttime Residence	# of Homeless Children/Youth-LEAs Without Subgrants	# of Homeless Children/Youth-LEAs With Subgrants
Shelters, transitional housing, awaiting foster care		
Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailers, or abandoned buildings)		
Hotels/motels		
Total	(Auto calculated)	(Auto calculated)

QUALITY CONCERNS: Nighttime residence data should reflect the type of residence the student was using at the time the student was identified as meeting the definition of homeless. If, over the course of a school year, the student uses multiple types of nighttime residence that meet the definition of homeless, only submit the type of housing the student used when first identified as homeless. If the student experienced multiple episodes of homelessness over the course of the 2015-16 school year, only record the primary nighttime residence used by the student at the time the student was identified for the first time during the school year.

Students living in substandard housing should be included under the category of unsheltered.

CSPR Section 1.9.1.3 Subgroups

GENERAL NOTES: Reports additional relevant educational demographic information on homeless students enrolled in public schools.

TYPE OF DATA ENTRY: Data in this section are populated by *EDFacts* file spec C118 (data group 655).

Special Population	# of Homeless Children/Youth-LEAs Without Subgrants	# of Homeless Children/Youth-LEAs With Subgrants
Unaccompanied homeless youth		
Migratory children/youth		
Children with disabilities (IDEA)		
Limited English Proficient (LEP) students		

CSPR Section 1.9.2.1 Served by Grade

GENERAL NOTES: Reports data about students served by McKinney-Vento subgrants only; information is broken down by grade.

TYPE OF DATA ENTRY: Data in this section are populated by ED^{FACTS} file spec C043 (data group 560).

Age/Grade	# of Homeless Children/Youth Served by Subgrants
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	(Auto Calculated)

QUALITY CONCERNS: Only include students in this count if they were served as a result of a McKinney-Vento subgrant. As a result, it is possible that not all grades will reflect homeless students. For more information on served, see Appendix F.

CSPR Section 1.9.2.2 Subgroups Served

GENERAL NOTES: Reports data about students served by McKinney-Vento subgrants only; information is broken down by subgroups of homeless students.

TYPE OF DATA ENTRY: Data in this section are populated by *EDFacts* file spec C043 (data group 560).

Subgroup	# of Homeless Students Served
Unaccompanied homeless youth	
Migratory children/youth	
Children with disabilities (IDEA)	
Limited English Proficient (LEP) students	

QUALITY CONCERNS: Only include students in this count if they were served as a result of a McKinney-Vento subgrant. For more information on served, see the Glossary in Appendix F.

CSPR Section 1.9.3 Academic Achievement

GENERAL NOTES: This data point requires information to be reported for three data points: the academic performance of homeless students in reading and language arts (1.9.3.1), the academic performance of homeless students in math (1.9.3.2), and the academic performance of homeless students in science (1.9.3.3). Academic performance is based on participation in and performance on statewide assessments for each of the three subject areas.

TYPE OF DATA ENTRY: Data in this section are populated by the following *EDFacts* files:

- Assessment Participation
 - Reading and language arts: file spec C188 (data group 589)
 - Math: file spec C185 (data group 588)
 - Science: file spec C189 (data group 590)
- Academic Performance
 - Reading and language arts: file spec C178 (data group 584)
 - Math: file spec C175 (data group 583)
 - Science: file spec C179 (data group 585)

Data is further filtered into the CSPR form to reflect student participation and performance based on the grant status of LEAs as a result of information submitted in *EDFacts* file spec C170 (data group 754).

Grade	LEAs <u>Without</u> Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs <u>Without</u> Subgrants – # of Homeless Students Scoring at or above Proficient	LEAs <u>Without</u> Subgrants – % of Homeless Students scoring at or above proficient	LEAs <u>With</u> Subgrants – # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs <u>With</u> Subgrants – # of Homeless Students Scoring at or above Proficient	LEAs <u>With</u> Subgrants – % of Homeless Students scoring at or above proficient
3						
4						
5						
6						
7						
8						
High School						

QUALITY CONCERNS: Data must be reported for all grades indicated in the table for each subject area. However, states may choose to provide high school information by grade, i.e. grade 9, grade 10, etc., or states may choose to provide aggregated high school data.

The number of students who receive a valid score may not be larger than the number of students enrolled in that grade in any LEA.

Appendix D: Data Comments

SEAs are allowed to submit comments with their data. The comments should be concise, explain a problem contained with the data, explain why data has not been submitted, or explain steps the SEA is taking to correct the data. The three most common mistakes SEAs make with regard to including comments with their data are:

1. Using the same comment that was used with the previous collection window, even though it is out of date and no longer relevant;
2. Including comments for a data point that do not apply to that data question; and
3. Including comments that are unclear or confusing.

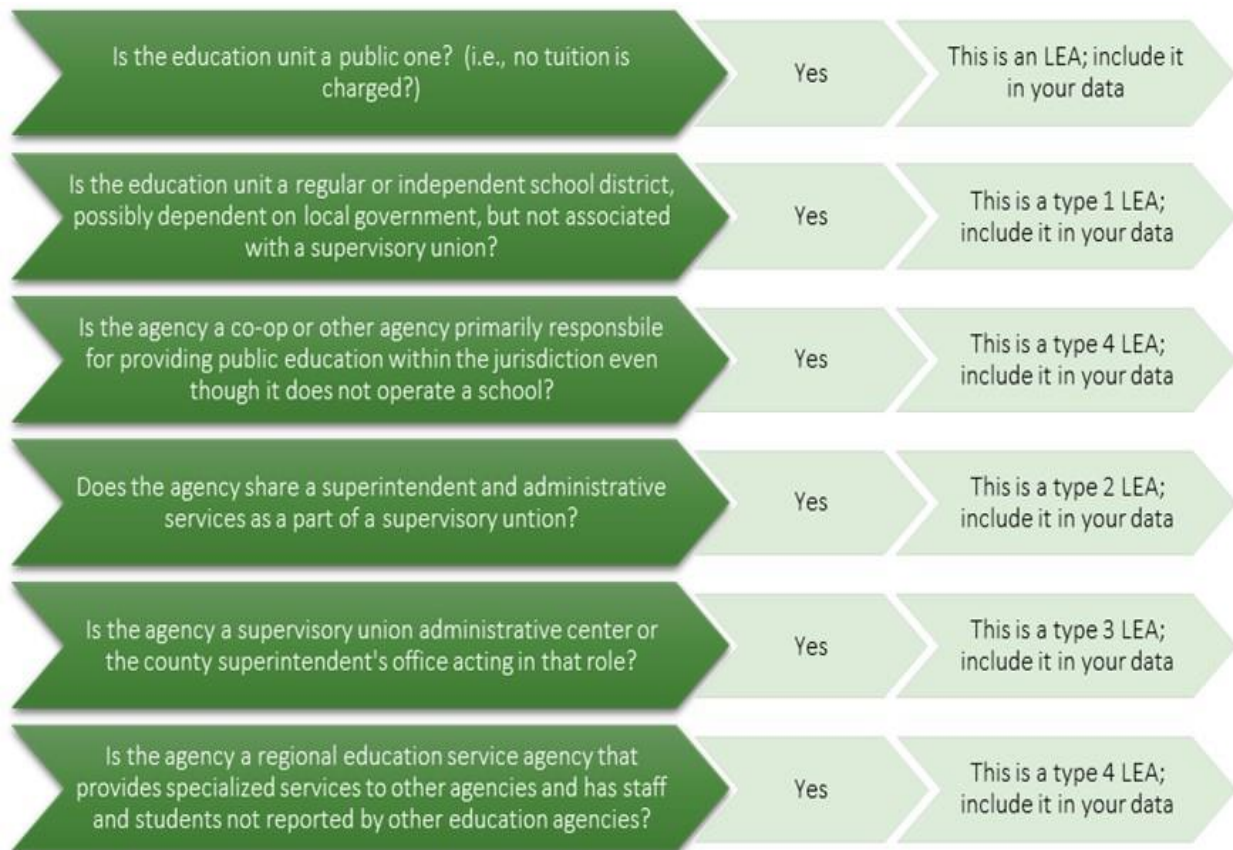
The following are examples of comments that help clarify data, and therefore are likely to reduce the number of corrections the SEA will be asked to make:

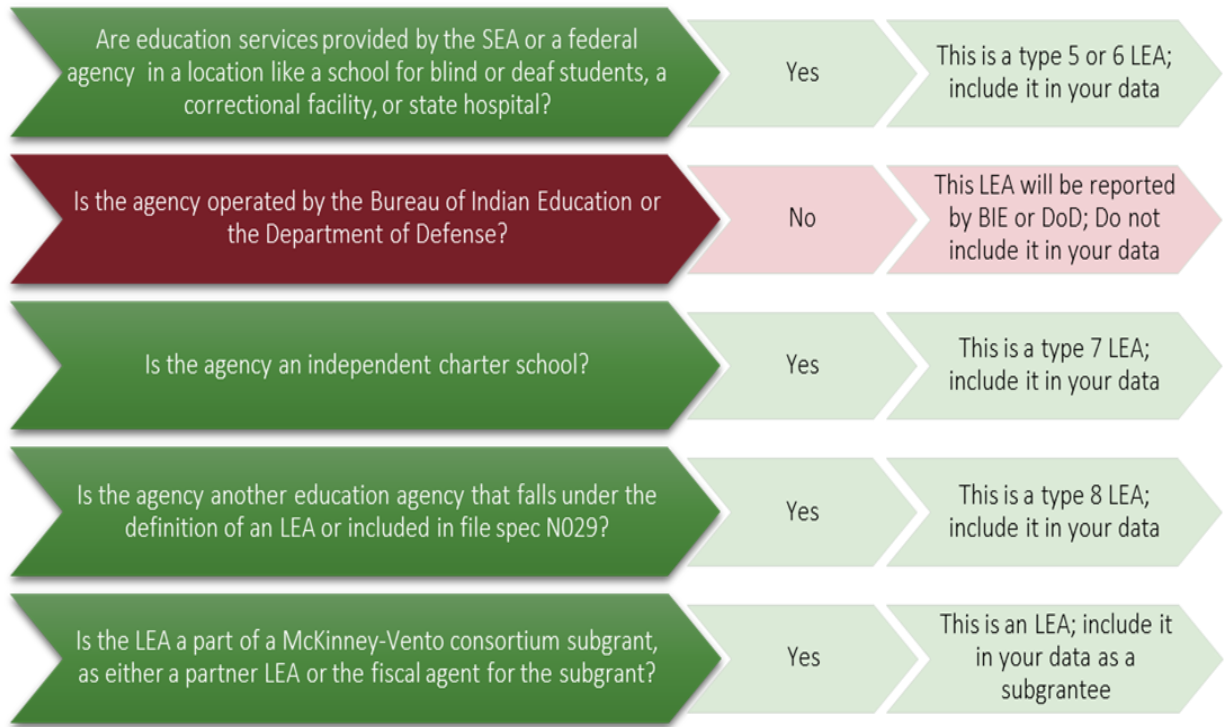
- We encountered an error in the system and were unable to complete the upload. Partner Support has been contacted for assistance (Ticket No. XXXX).
- Our state was unable to provide data for this question due to a security breach that erased the data from our system.
- Previously, we did not include charter school LEAs in our data collection. This has been corrected; the current counts reflect that correction.
- Our data collection system does not correctly gather the primary nighttime residence for unaccompanied homeless youth. The State Coordinator and Data Division are addressing the issue and anticipate that the required changes will be in place prior to the next school year (July 2017). We plan to provide training to the LEAs in August of 2017 regarding the changes and have notified them that the system will be revised.
- We test grades 9 and 10 in ELA and mathematics for high school.
- Our state does not have a migrant program.
- Our state experienced a fire this year that required several communities to evacuate and experience significant losses; our number of students increased as a result.
- Our state has undertaken a new outreach initiative, working with higher education and youth health centers. As a result, our numbers of UHY have increased significantly.
- A large district in our state lost funding that provided social workers in each building within the LEA. As a result, the LEA was unable to maintain its previous level of staffing. This significantly impacted the LEA's ability to identify students; as a result, our number of students has dropped significantly.
- Two communities in our state lost a significant number of jobs when two large manufacturers were forced to lay off employees. This has impacted our student counts.
- We restructured our subgrant competition this year to incorporate a consortium system of grant awards. This caused the number of our subgrantees to increase.
- We realize that this data is incorrect; we will correct it during the re-opening period.
- For SY 2016-17: My state is considered (un)covered under P.L. 114-95, Section 9105(c).

Appendix E: Understanding the LEA Definition

In order to measure compliance with the McKinney-Vento Act, determine how many districts are impacted by homelessness, and make decisions regarding technical assistance for LEAs and SEAs, ED requires that SEAs indicate how many LEAs their states have, as well as the number of LEAs that receive subgrants. SEAs must also indicate how many of the LEAs reported data as a part of the required data collection. However, there are several types of public LEAs, and deciding which to include in the file specifications and CSPR may not be as simple as it seems.

As defined in Section 9303 of ESEA (2001), an LEA is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools.





Regardless of the type, every public LEA must participate in the homeless education collection. This includes all operational LEAs, even if they do not have a McKinney-Vento subgrant or do not enroll students. The only LEAs that should be excluded from the data collection are those that are closed, inactive, or are not yet open.

Appendix F: Glossary

Disclaimer: Some definitions included below are not part of the McKinney-Vento statute, Elementary and Secondary Education Act (ESEA), or federal guidance. They are provided for the purpose of clarifying the data elements required for the federal data collection on homeless education programs. These definitions enable submission of consistent data based on the same interpretation of terminology by LEAs and SEAs. As this data guide addresses collections for School Year 2015-16, definitions from federal law reflect those found in the McKinney-Vento Act and ESEA, as amended in 2001, unless specifically noted otherwise.

ADJUSTED COHORT GRADUATION RATE (ACGR): As defined by ESSA (2015), the percentage of students who form a cohort that earn a diploma or approved alternate diploma. To be included in the original cohort, the students must be enrolled as first time ninth grade students by the date set for inclusion in the membership data collection. The cohort must be adjusted to add students who join the cohort after the date of the membership collection. Further adjustments must be made to remove students who

- transfer to another school or program from which the students are expected to receive a regular or approved alternate diploma;
- emigrated to another country;
- transferred to a prison or juvenile detention facility; or
- died.

To be removed from the cohort, the school or LEA must obtain proof of the student's status as eligible for removal. Students must earn a diploma or approved alternate diploma; those who earn a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential are not considered graduates for the purpose of this calculation.

The cohort rate must be calculated for a four year rate, but states may additionally opt to use an *extended-year adjusted cohort graduation rate*. In the case of a high school student who has attended more than one school for at least half of a school year and has exited school without a diploma and without transferring to another high school that grants a regular high school diploma, the student shall be assigned to the school in which the student was enrolled for the greatest proportion of school days in grades nine through 12 or to the school in which the student was most recently enrolled.

AGE BIRTH THROUGH 2: Includes any homeless child in this age group who is served in any way by McKinney-Vento funds. These data are *only* collected by file spec C043, which collects data on the number of homeless students served by McKinney-Vento grants. It is *not* included in file spec C118, Homeless Students Enrolled.

AGE 3 THROUGH 5-NOT KINDERGARTEN: Includes any preschool-aged (3 through 5) homeless child who is enrolled in a public preschool program or is served by a McKinney-Vento subgrant. See the definition of public preschool program for examples of preschool programs and services. These data are collected for both file spec C118, Homeless Students Enrolled and file spec C043, Homeless Enrolled.

AWAITING FOSTER CARE: Children who are awaiting foster care placement are considered homeless and eligible for McKinney-Vento services for all data collections pertaining to the 2015-16 school year. [See 42 U.S.C. 11434(a)(2)(B)(i).] Children who are already in foster care, on the other hand, are not considered homeless. State Coordinators should provide any guidance or policies developed at the state level to liaisons or encourage liaisons to confer and coordinate with local public social service agency providers to determine which students qualify as awaiting foster care placement. States that have a state definition of homeless that expands the federal definition of homeless should *only* include the children who meet the federal definition of homeless in federal data collections.

Awaiting foster care placement will sunset from the McKinney-Vento Act on December 10, 2016 for states not covered under a special provision included in ESSA. For states covered by the provision in ESSA, awaiting foster care placement will sunset from the definition of homeless included in the McKinney-Vento Act on December 10, 2017. State Coordinators, liaisons, EDFacts Coordinators, CSPR Coordinators, and LEA data stewards must work together to include only those students who are eligible under the homeless definition in the collections discussed in this guide.

CHILDREN WITH DISABILITIES: As generally defined by the Individuals with Disabilities Education Act (IDEA, 2004), this category includes children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. Children and youths meeting these requirements must also meet the McKinney-Vento definition of homeless to be included in the data collection discussed in this guide.

CHRONIC ABSENTEEISM: Missing at least 10 percent of school days in a school year for any reason, excused or unexcused.

CONSOLIDATED STATE PERFORMANCE REPORT (CSPR): The CSPR is a data collection tool administered annually by the Office of Elementary and Secondary Education (OESE). The CSPR tool collects information relating to the five ESEA goals established in the June 2002 Consolidated State application, information relating to activities and outcomes of specific ESEA programs, and information relating to activities and outcomes of the McKinney-Vento Act.

CSPR COORDINATOR: An individual in the SEA whose responsibilities include coordination of the preparation and certification of the annual CSPR submissions. The CSPR Coordinator can usually be found in a federal programs or accountability division of the SEA. CSPR Coordinators should help State Coordinators plan a schedule for data collection and review before the final certification of the CSPR.

DATA GROUP: a specific aggregation (i.e., group) of related data that are stored in the EDFacts Data Warehouse to satisfy the specific information need of one or more ED program offices. Thus, an EDFacts data group does not represent a single data entry but rather a set of related data entries

governed by the file specs. Each *EDFacts* data group is intended to be discrete, concise, universally understood, and non-redundant.

DOUBLED-UP: This term describes a type of homelessness defined in the McKinney-Vento Act as “sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason” [42 U.S.C. § 11434a(2)(B)(i)]. As with all eligibility determinations under the McKinney-Vento Act, this classification requires a case-by-case determination, keeping in mind the determining factor is whether the accommodation is a fixed, regular, and adequate nighttime residence. (See *homeless children and youth* for more information).

EDFACTS: An ED initiative to put performance data at the center of policy, management, and budget decisions for all educational programs. *EDFacts* centralizes pre-K through high school completion performance data supplied by LEAs and SEAs with other data assets, such as financial grant information. This enables better analysis and use of data in policy development, planning, and management. Data is submitted to *EDFacts* through the EDEN Submission System (ESS).

EDFACTS COORDINATOR: An individual in the SEA who is generally responsible for submitting a wide range of data that has been collected from the SEA and LEAs, including data that prepopulates the CSPR. The *EDFacts* Coordinator is usually assigned to the information technology or data division of the SEA. The *EDFacts* Initiative only allows for one designated ESS user per state. This person is most likely the state *EDFacts* Coordinator and is the only person authorized to submit data to the ESS. The *EDFacts* Coordinator should contact the State Coordinator to coordinate training of LEA data stewards and liaisons, to ensure data collection tools are up to date and contain information consistent with the McKinney-Vento Act, and to verify the timely submission of quality data.

ELIGIBILITY: To be eligible for services according to the McKinney-Vento Act, a homeless student must meet the Act’s definition of *homeless*. The McKinney-Vento Act defines homeless children and youths as “individuals who lack a fixed, regular, and adequate nighttime residence” (42 U.S.C. § 11434a). Lacking any one of these three conditions would make a child eligible. In other words, if the residence is not fixed, regular, *and* adequate, it is considered a homeless situation. (See *homeless children and youth* for more information.) LEA liaisons determine a student’s status as homeless, with appropriate assistance and information from school staff.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA): A federal law signed in 1965 by President Lyndon Baines Johnson, for the purpose of providing full educational opportunities for all students. ESEA offers grants to districts serving low-income students, grants for improving and recruiting high-quality educators, funding to help states improve school quality and climate, language instruction programs for students learning English, 21st Century Schools and Impact Aid grants, funding for innovative programs like magnet or charter schools as well as grants for Native American students. It also provides general administrative provisions, such as barring discrimination on the basis of sex and setting fiscal standards regarding district level of effort. Since the mid-90’s, ESEA has been reauthorized in conjunction with Subtitle VII-B of the McKinney-Vento Act.

ENROLLED: Attending classes and participating fully in school activities [42 U.S.C. § 11434(a)(1)]. For data collection purposes, enrolled includes any child for whom a current record exists. Age 3 through 5 (not Kindergarten) includes any preschool-aged (3 through 5) homeless child who is enrolled in public preschool program (See the definition of *public preschool* for more information). Children to be included may be attending at a specific location or participating in a home-based program. Students enrolled in school may also include those students enrolled in grade 13 or ungraded classes.

EVERY STUDENT SUCCEEDS ACT (ESSA): Federal legislation passed on December 10, 2015. Amends three separate federal laws: the Elementary and Secondary Education Act, the McKinney-Vento Homeless Assistance Act, and the Education Flexibility Partnership Act.

EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE: An adjusted graduation cohort rate that includes students who earned a diploma in years five or six of high school.

FILE SPECIFICATIONS: File specifications or “file specs” are *EDFacts* documents which provide detailed technical information including definitions and reporting indicators for data collected by the *EDFacts* Initiative and included in the CSPR.

FIXED, REGULAR, AND ADEQUATE: According to the McKinney-Vento Act, individuals who lack a fixed, regular, and adequate nighttime residence are considered homeless. While the terms fixed, regular and adequate are not explicitly defined in the law, the terms are accepted to mean the following:

- Fixed residences are stationary, permanent, and not subject to change.
- Regular residences are used on a regular (i.e. nightly) basis.
- Adequate residences are sufficient for meeting physical and psychological needs typically met in home environments.

GRADE 13: This grade level is for students who remain in school for more than four years, in order to take part in a program that bridges the high school to college transition. Examples include early or middle college programs. Grade 13 is not to be used for students who are repeating courses to meet high school requirements.

HOMELESS CHILDREN AND YOUTH: Individuals who lack a fixed, regular, and adequate nighttime residence [42 U.S.C. 11434(a)(2)(A)]. The term also includes:

- children and youth sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement;
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- migratory children (as such term is defined in section 6399 of Title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in the previously listed circumstances.

Awaiting foster care placement will sunset from the McKinney-Vento Act on December 10, 2016 for states not covered under a special provision included in ESSA. For states covered by the provision in ESSA, awaiting foster care placement will sunset from the definition of homeless included in the McKinney-Vento Act on December 10, 2017. State Coordinators, liaisons, ED*Facts* Coordinators, CSPP Coordinators, and LEA data stewards must work together to include only those students who are eligible under the homeless definition in the collections discussed in this guide.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): The IDEA, reauthorized in 2004, is a federal law ensuring educationally related services to children with disabilities in order to improve educational results and ensure equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. See the definition of children with disabilities above.

IDENTIFIED: For the purposes of data collection, this refers to the point in time at which the local liaison or his/her designee documents the homeless status of a child or youth. A child may be identified as homeless while already enrolled in and attending school, at the time of enrollment, or during an outreach activity and while not actually enrolled in school.

KINDERGARTEN: Includes all homeless children who attend LEA-administered kindergarten programs whether the programs are mandatory or non-mandatory. States with the grades K4 and K5 should include children in those categories in the Kindergarten grade.

LIMITED ENGLISH PROFICIENT (LEP): To be included in the federal data collection for homeless children and youths, LEP students must meet the McKinney-Vento definition of homeless, and are generally defined in coordination with the state's LEP definition based on section 9101(25) of Title IX of the ESEA as students:

- A. who are ages 3 through 21;
- B. who are enrolled or preparing to enroll in an elementary school or a secondary school;
- C. who
 - i. were not born in the United States or whose native languages are languages other than English; or
 - ii. were a Native American or Alaskan Native, or a native resident of the outlying areas; and come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - iii. are migratory, with native languages other than English, and come from an environment Where languages other than English are dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals
 - i. the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);

- ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
- iii. the opportunity to participate fully in society.

To be classified as LEP, an individual must meet the criteria of A, B, C, and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii, or iii. If the criteria to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

Please note that future data collections will be based on the definition of English learners included in ESSA.

LOCAL EDUCATIONAL AGENCY (LEA): A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Types of LEAs include:

- regular local school districts that are not a component of a supervisory union, but are independent school districts or dependent segments of local government;
- agencies that do not operate schools but that are primarily responsible for providing public education within their jurisdiction (i.e., co-ops);
- local school districts that are a part of a supervisory union;
- supervisory union administrative centers or the county superintendent's office serving in that role;
- regional education service agencies;
- state agencies that provide elementary or secondary education services to students in a specified populations, such as schools for blind or deaf students, correctional facilities, and state hospitals;
- federal agencies that provide elementary and secondary education level instruction to students in a specified population (excludes Bureau of Indian Education and Department of Defense);
- independent charter districts; and
- other education agencies. (For more information see file spec N029, Directory.)

For additional information, see *Regional Consortia*.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT: Federal legislation first passed in 1987 to address the increasing needs of homeless persons in the United States. Subtitle VII-B of the McKinney-Vento Act governs education provisions specific to homeless children and youth. Since mid-1990's, the McKinney-Vento Act has been reauthorized in conjunction with the ESEA.

MCKINNEY-VENTO SUBGRANT: Federal funds allocated to SEAs and made available to LEAs through competitive, need-based grants for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youths [42 U.S.C. § 11433(a)(1)].

MIGRATORY CHILDREN/YOUTH: To be included in the federal data collection for homeless education, migratory children and youth must meet the McKinney-Vento definition of homeless and must be approved by the SEA for a Certificate of Eligibility as stated in section 1309(2) of the ESEA. This includes

- A. children and youth or whose parents or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers, and
- B. who, in order to obtain temporary or seasonal employment, or in order to accompany parents or spouses so they may obtain temporary or seasonal employment in agricultural or fishing work
 - i. have moved from one LEA to another; or
 - ii. in a state that comprises a single LEA, have moved from one administrative area to another within the state such as LEA;
 - iii. or reside in an LEA of more than 15,000 square miles and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

POPULATION: The process by which data are submitted through *EDFacts* files and automatically loaded as responses to CSPR questions. All data except the number of LEAs reporting data in question 1.9.1 of the CSPR are populated by data submitted to *EDFacts*.

PRIMARY NIGHTTIME RESIDENCE: The type of residence (e.g. shelter, hotel, doubled-up in the home of a friend or relative, unsheltered) in which a homeless child or unaccompanied homeless youth was residing at the time of enrollment or the type of residence where a currently enrolled child or youth was staying when he or she was determined homeless under the McKinney-Vento Act by the liaison or his or her designee.

PROFICIENCY LEVEL: According to section 200.8(2) of the ESEA, proficiency level is actual student academic achievement measured against the state's academic achievement standards. Each state sets its own academic achievement standards and measures as documented in its Consolidated State Accountability Workbook.

PUBLIC PRESCHOOL PROGRAM: For purposes of inclusion in the homeless education data collection, public preschool programs include early childhood education programs for children aged 0-5, funded through tax dollars or other public funds, and for which the LEA is a financial or administrative agent or for which the LEA is accountable for providing early childhood education services. Children may attend preschool at a specific location or participate in a home-based program. Examples of public preschool programs include:

- preschool programs operated or administered by the LEA and considered mandatory under state law;
- Head Start programs receiving funding from the LEA or for which the LEA is the grant recipient;
- preschool special education services, operated or funded by the LEA or mandated under IDEA;
- preschool programs and services administered or funded by the LEA thru the use of Title I or similar government grants; or
- home-based early childhood educational services funded and administered by an LEA.

REGIONAL CONSORTIA: Regional consortia are entities that are addressed in the definition of an LEA in section 9101 of the ESEA as “a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary or secondary schools.” Examples of regional entities include: Intermediate School Districts (ISDs) which are recognized as LEAs, but do not enroll students; Educational Service Centers (ESCs) which are administrative units separate from or subordinate to the SEA or LEAs they serve; other regional groupings such as Boards of Cooperative Educational Services (BOCES), County Offices of Education, Regional Education Service Agencies (RESAs), etc. Every individual LEA affiliated with or served by a consortium or other regional entity should be individually counted.

SCHOOL OF ORIGIN: The school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled [42 U.S.C 11432 § (g)(3)(G)]. (This definition will be updated per ESSA amendments for SY 2016-17.)

SCHOOL YEAR: The period of time required by state or local policy in which students must attend school. For the purposes of this data collection, a school year is determined to be the period of July 1st through June 30th.

SCHOOL-AGED: The age determined by state law for compulsory education.

SERVED: The definition of served includes homeless children who have been served in any way through McKinney-Vento funds regardless of their enrollment in school or preschool. Services would include both direct services, as outlined in the McKinney-Vento Act [42 U.S.C. § 11433], and indirect services, such as those provided by a staff member whose position is supported through McKinney-Vento funds and who is involved in the administration of the McKinney-Vento program but does not necessarily provide direct services. An example of an indirect service includes outreach activities for which a staff member’s time is paid and results in an increase in the identification of homeless students. This definition includes children aged Birth through 5 years old who are served by the subgrant program. While students may be served by multiple funding sources, only those homeless students who were served by McKinney-Vento subgrant funds specifically may be included in the federal data collection for data group 560.

SHELTER: Supervised publicly or privately operated facilities designed to provide temporary living accommodations.

STATE EDUCATIONAL AGENCY (SEA): The agency primarily responsible for the state supervision of public elementary and secondary schools.

SUBSTANDARD HOUSING: The definition of substandard housing may be determined with consideration of local building codes, community norms, and a case-by-case determination regarding the safety and suitability of a residence as adequate for habitation by humans.

TRANSITIONAL HOUSING: Temporary accommodation for homeless individuals and families, as a step to permanent housing. Residents of transitional housing are considered homeless until they move into permanent housing. Transitional housing programs may last up to 24 months, provide housing in

addition to wraparound services, and typically require participants to pay a portion of their housing costs based on a sliding scale

UNACCOMPANIED HOMELESS YOUTH: To be included in the federal data collection, an unaccompanied homeless youth must be a youth who:

1. is not in the physical custody of a parent or guardian *and*
2. fits the McKinney-Vento definition of homeless.

There is no age range specified in the law for an unaccompanied homeless youth. The upper age range is determined by what a state defines as school-aged, unless the child is in special education, in which case, the upper age range is 21 years of age (or higher depending on state law). There is no lower age range.

UNGRADED: Is defined as students who are assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade or age. The definition of ungraded does not include out-of-school youths, preschoolers, or children who are not yet school age. Ungraded also does not include grade 13.

UNSHELTERED: Includes children and youth living in situations listed in the McKinney-Vento definition of homeless (see *homeless children and youth*), such as cars, parks, campgrounds, temporary trailers, abandoned buildings, and substandard housing. As with all determinations of eligibility under the McKinney-Vento Act, unsheltered situations require case-by-case determination as to whether the accommodation is fixed, regular, and adequate.